



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1050 N. Ruth Street, Prescott, AZ 86301

Prescott Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status ^(b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Totsy McCraley
Schedule : 7:45 AM to 4:30 PM
Grades : 9-12
2004 Enrollment : 1836
Web Address : www.prescottschools.com/phs/index.htm
Phone Number : (928) 445-2322
Fax Number : (928) 778-6106
E-mail : totsy.mccraley@prescottschools.com

Mission

Our mission is to provide a safe and supportive environment for a quality comprehensive education where all students can reach their full potential as responsible, ethical and productive members of society.

School / Academic Goals

- ü Maintain student excellence in national and state testing.
- ü Expand and enhance alternative student educational opportunities.
- ü Expand and enhance student opportunities for vocational education.

Enrollment

October 1, 2003 School Year Student Enrollment : 1766
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 81

Instructional Programs

- ü Departmentalized Programs
- ü Integrated Cluster Classes
- ü Numerous Advanced Placement Courses
- ü Outstanding School-to-Career Programs
- ü Alternative Education
- ü On Site Special Education
- ü School to Work

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/5/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Prescott High School will provide current and appropriate curriculum for students of all learning abilities and foster a safe climate of mutual respect and well-being among individuals.

Parents

Prescott High School expects parents to be full and equal partners in the education of our students.

Transportation Policy

Prescott Unified School District will transport high school students who live outside of a two-mile radius from the school, if roads permit, and a sufficient number of students express an interest in riding the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Yavapai County High School Teacher of the Year	2003
ü Yavapai County HighSchool Educator of the Year	2004
ü NAU President's Award of Excellence	2003
ü Nine Flinn Scholars in Past 10 Years	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	410	410	65934	98	98	100	504	504	492	26	26	43	19	19	18	34	34	24	21	21	15
All Students (Prior Year)	373	378	57534	87	88	91	498	498	491	34	34	46	16	16	16	34	34	23	16	16	15
Female	217	217	32586	99	99	100	502	502	491	27	27	44	27	27	19	27	27	24	19	19	14
Male	191	191	33226	96	96	99	507	507	493	24	24	42	10	10	18	42	42	24	24	24	16
African American	NC	NC	3042	NC	NC	98	NC	NC	478	NC	NC	58	NC	NC	19	NC	NC	17	NC	NC	6
Hispanic	34	34	21740	97	97	100	488	488	475	50	50	63	9	9	17	31	31	15	9	9	5
Asian/Pacific Islander	NC	NC	1643	NC	NC	99	NC	NC	519	NC	NC	23	NC	NC	13	NC	NC	30	NC	NC	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	362	362	34819	99	99	99	506	506	505	23	23	27	20	20	20	34	34	31	23	23	22
Students with Disabilities	47	47	6507	100	100	100	470	470	456	70	70	83	22	22	9	7	7	6	0	0	2
Students without Disabilities	363	363	59427	97	97	100	507	507	494	22	22	41	19	19	19	36	36	25	23	23	16
Limited English Proficient Students	NC	NC	6793	NC	NC	100	NC	NC	464	NC	NC	79	NC	NC	11	NC	NC	8	NC	NC	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	45	45	18745				491	491	475	48	48	64	17	17	16	21	21	15	14	14	5
Non-Economically Disadvantaged	365	365	47182				506	506	499	23	23	35	19	19	19	36	36	27	22	22	19

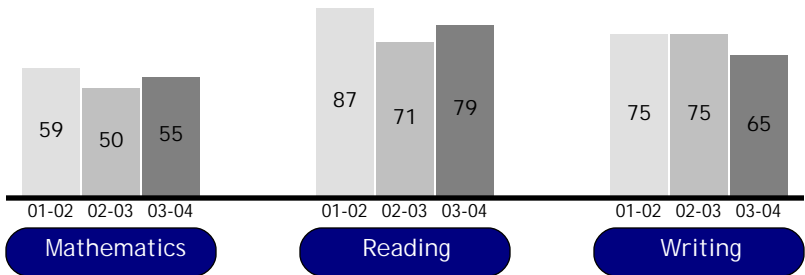
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	426	426	68162	100	100	100	527	527	509	5	5	18	17	17	24	66	66	51	13	13	8
All Students (Prior Year)	374	379	56700	87	88	89	524	524	512	12	12	15	17	17	23	52	52	52	19	19	10
Female	221	221	33509	100	100	100	530	530	513	4	4	15	16	16	23	67	67	52	13	13	9
Male	202	202	34521	100	100	100	524	524	505	6	6	20	17	17	24	65	65	49	12	12	7
African American	NC	NC	3163	NC	NC	99	NC	NC	497	NC	NC	22	NC	NC	30	NC	NC	46	NC	NC	3
Hispanic	38	38	22624	100	100	100	511	511	487	6	6	32	35	35	31	53	53	35	6	6	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	374	374	35727	100	100	100	529	529	526	4	4	7	15	15	17	67	67	64	13	13	12
Students with Disabilities	50	50	6845	100	100	100	489	489	468	25	25	53	36	36	29	36	36	18	2	2	1
Students without Disabilities	376	376	61317	99	99	100	532	532	512	2	2	15	14	14	23	70	70	53	14	14	8
Limited English Proficient Students	NC	NC	7152	NC	NC	100	NC	NC	464	NC	NC	57	NC	NC	31	NC	NC	12	NC	NC	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	46	46	19528				508	508	487	13	13	31	26	26	32	59	59	34	2	2	2
Non-Economically Disadvantaged	380	380	48595				530	530	518	4	4	13	15	15	20	67	67	57	14	14	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	425	425	67629	100	100	100	534	534	524	14	14	22	21	21	16	62	62	59	3	3	3
All Students (Prior Year)	380	385	55090	88	89	87	489	489	479	11	11	16	14	14	13	75	75	70	0	0	0
Female	222	222	33347	100	100	100	547	547	537	11	11	17	20	20	15	66	66	64	4	4	4
Male	200	200	34151	99	99	99	520	520	512	18	18	27	22	22	18	58	58	54	2	2	2
African American	NC	NC	3150	NC	NC	99	NC	NC	515	NC	NC	24	NC	NC	19	NC	NC	56	NC	NC	2
Hispanic	38	38	22313	100	100	100	514	514	493	18	18	34	32	32	19	50	50	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	373	373	35593	100	100	99	536	536	547	13	13	13	20	20	14	64	64	69	2	2	4
Students with Disabilities	50	50	6712	100	100	100	466	466	445	41	41	61	34	34	18	25	25	21	0	0	0
Students without Disabilities	375	375	60917	99	99	100	542	542	530	11	11	19	19	19	16	67	67	61	3	3	3
Limited English Proficient Students	NC	NC	6994	NC	NC	100	NC	NC	442	NC	NC	58	NC	NC	18	NC	NC	23	NC	NC	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	46	46	19310				503	503	489	26	26	35	22	22	20	52	52	44	0	0	1
Non-Economically Disadvantaged	379	379	48278				538	538	538	12	12	17	21	21	15	64	64	65	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	53	53	37	97	56	56	41	97	54	NA	42
	Language	96	53	53	38	99	54	54	42	98	54	54	42
	Mathematics	95	69	69	56	98	71	71	60	97	69	69	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Develop Site-based Rules and Procedures
- ü School Safety Procedures
- ü Curriculum and Instructional Matters
- ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	86.00
Other Professional Staff	7.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	1	1
4 to 6 years	7	1	1	0
7 to 9 years	5	1	0	0
10 or more years	19	35	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	58
Core academic classes taught by Highly Qualified (NCLB) teachers.	303
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- ü State-of-the-Art TV Productions
- ü State-of-the-Art Fine Arts Center
- ü Three Student Computer Labs

Extracurricular Activities

- ü Interscholastic Athletics
- ü Vocal/Instrumental Music
- ü Yearbook/Newspaper Publications
- ü Academic/Special Interest Clubs
- ü Academic Decathlon

Social Services

- ü School Resource Officer on Campus
- ü Parenting Education Courses
- ü Health Services
- ü Prenatal/Parenting Assistance

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Continuous accreditation by the North Central Association of Schools and Colleges since 1917.

ü Our students have been recipients of numerous national and state honors and awards. For example:
NAU President's Award, University of Arizona - Arizona Cup, Flinn Scholars, National Merit Scholars, FBLA National Business Champion.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	95			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have an extremely safe school environment. Governing Board policy is enforced in regard to student discipline and mutual respect. We have a full-time school resource officer and juvenile probation officer on campus as well as two security guards. Visitors are required to check in at the front office. Regular fire and lockdown drills scheduled to ensure the campus is knowledgeable about all safety procedures.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

76

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Totsy McCraley	(928) 445-2322
Transportation Policy	Cindy Brown	(928) 717-3229
Community Resources	Jayne Krumbholz	(928) 445-2322
School Nutrition Programs	Jim Wahlstrom	(928) 717-3232
Parent Organization	Debbie Hagamon	(928) 445-2322
Student Health/Nurse	Carolyn Word	(928) 445-2322

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.